

# **Follow-Up Report**

## **Porterville College**

100 E. College Avenue  
Porterville, CA 93257



**Submitted to the Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges**

**October 15, 2013**

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## **Certification of Institutional Follow-Up Report**

DATE: October 2013

TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

FROM: Porterville College  
100 E. College Avenue  
Porterville, CA 93257

This institutional Follow-Up Report is submitted to fulfill the requirement from the February 11, 2013 ACCJC letter to the College president.

We certify that there were opportunities for broad participation by the campus community in the development of this report and we believe the report accurately reflects the progress made in responding to the recommendations of the October 2012 accreditation visiting team.

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Sandra Serrano, Chancellor, KCCCD

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John Corkins, Board President, KCCCD

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Rosa Carlson, President, Porterville College

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Bill Henry, Accreditation Liaison Officer

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Christopher Piersol, President, Academic Senate

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Tiffany Haynes, President, CSEA

## Statement of Report Preparation

On February 11, 2013, the College president received a letter from Dr. Barbara Beno, President, Accrediting Commission for Community and Junior Colleges (ACCJC) indicating that at its meeting on January 9-11, 2013 the Institutional Self Evaluation Report and the report of the External Evaluation Team that visited Porterville College were reviewed and considered. It further stated that the Commission took action to reaffirm accreditation with a requirement that the College complete a Follow-Up Report that must be submitted by October 15, 2013. The contents of this letter were immediately released to the College and discussion began regarding the planning and development of our report.

The Vice President of Student Services (VPSS), who served as Accreditation Liaison Officer during the time of the development of the 2012 Self Evaluation and through the team visit, was designated as the coordinator for the Follow-Up Report.

On Wednesday, February 20th, the ACCJC action letters were discussed in the Kern Community College District (KCCD) Vice Presidents Leadership Team meeting, which included the College Presidents, Vice Presidents, and the Associate Chancellor, Economic and Workforce Development. The team discussed and considered developing a standard template or format to be used by all three district colleges as they developed their respective Follow-Up Reports. After reviewing the ACCJC manual and various reports from other colleges, a draft template for the colleges was developed and submitted for review by the KCCD leadership team.

Since it was the coordinating committee for the development of the college Self Evaluation, the Accreditation Steering Committee was reconvened on Tuesday, February 26, 2013 to begin discussion and planning for the preparation of the Follow-Up Report. This committee included representation from all constituency groups on campus, in addition to the lead faculty, classified, and administrators of campus governance committees. In addition, the VPSS received copies of various Follow-Up Reports from other colleges that had recently submitted one to the ACCJC.

Porterville College was only required to respond to three of the team's seven College Recommendations (numbers 3, 5 and 7) and all four of the District Recommendations. The original co-chairs of the Standard committees of the Self Evaluation that related most closely to the recommendations the College had to respond to assumed responsibility for the development of their respective responses. The responses to the District recommendations were assigned to the Associate Chancellor, Economic and Workforce Development, who worked with district staff and the lead person at each college to formulate the District responses.

The progress in the development of the Follow-Up Report was discussed in the College Learning Council (CLC) and a preliminary draft was submitted to the CLC at its May 6, 2013 meeting, which was the last meeting of the academic year. The final report was reviewed at the August 26 meeting of the CLC and then approved at the next meeting on September 9<sup>th</sup>. It was then submitted to the District office for Board review. At its meeting on October 10<sup>th</sup>, the KCCD Board of Trustees officially approved the Follow-Up Report. The report was then sent to the ACCJC as required.

## College and District Recommendations

### College Recommendations

#### **College Recommendation 3: Include and analyze disaggregated data in program review**

*To meet Standards and improve its planning process, the College's program review should include disaggregated indicators of success, using indirect measures such as grades, retention, and persistence along with direct assessment of course level and program level student learning outcomes (Standards II.A.1, II.A.1.a, II.A.2, II.A.2.a, II.A.2.d, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i, II.A.6.a, II.A.6.c).*

#### **Progress in Addressing Recommendation**

The College has continued to review and modify as appropriate the program review forms and process since it was created in 2006. During a recent review of the process, the Strategic Planning committee drafted a revised form. (CR3-1) While the tracking of course-level student learning outcomes and program level outcomes will continue to take place through CurricUNET software, the draft program review form asks for more explicit information on the assessments done at both of those levels and the course and program changes made based on those assessments. The College will be placing the draft form online as a web-based interactive form.

The program review process was also modified to improve the data provided to divisions for their program review. In the past, the Porterville College Institutional Research Office provided annual data on enrollment and related metrics and retention and success rates at both the division and subject level. As the institutional research function in the KCCD is in the process of being centralized, the College is expanding the provided data to include more information. For the first time, all divisions will be provided data on student demographics in their programs. In addition, data on both retention and success rates will be provided, including rates disaggregated by delivery method (face to face vs. distance education). Data will also be provided on degrees and certificates awarded. Because instructional program reviews are completed by each division and those divisions each contain multiple subjects, the College will also be providing these same data at the subject level to allow for more detailed analysis. (CR3-2, CR3-3)

Perhaps the biggest added value of the new data format is that it makes it easier for programs to see trends over time. By including five-year trend data in one document, programs can more easily see how their students are doing over time. The Institutional Research Office works with the Strategic Planning committee on program review forms and with the Enrollment Management committee (which includes all division chairs) on the data structures and formats.

The revised format was agreed to in spring 2013. (CR3-4) Although program review is conducted on a three-year cycle (with annual updates), the Enrollment Management committee agreed that the data should be provided annually to all programs. (CR3-5) For those programs undergoing review each particular year, division-level data will be appended to their completed program reviews and posted online. (CR3-6)

In addition to those data formally provided for program review by the institutional research staff, programs have a great deal of more detailed data for use in program review and on an ongoing basis for planning purposes. The district operates a data warehouse including an Operational Data Store (ODS) using Oracle Discoverer software. Administrators, division chairs, and other staff have access to a wide variety of reports on instructional and student services programs.

One example of these data is an ODS report called “Course Book” (CR3-7). This report provides a variety of data on instructional programs including enrollment over time, efficiency information, section offerings, and retention and success data. Most importantly, these data are provided at several levels, including district-wide, college-wide, department/division, subject, course, taxonomy of programs (TOP) codes, instructor and individual section. The variety of levels at which the data are available allows for parsing of it in numerous ways according to the needs of those planning program changes and institutional improvement.

Other available reports provide information about course retention and success rates (CR3-8). These data are provided at all of the same levels of analysis mentioned for Course Book above. In addition, retention and success reports allow users to view these data elements separately for traditional and distance educational offerings and compare the two. Data on retention and success by various demographic criteria, with breakdowns available by ethnicity, gender, age, and other factors as well as course-based criteria such as transferable status, basic skills courses, vocational courses, etc. is also provided and reviewed.

These report examples and others in our data warehouse were made available to division chairs in the spring of 2012 and institutional research staff conducted a training session on their use. (CR3-9) Some chairs have used the reports quite extensively; others have been slower to make use of them. Further training sessions will be needed in the future, not only to improve and refresh the skills of those who are not yet making extensive use of the reports, but also to introduce new chairs to the system.

## **Conclusion**

The College has made substantial progress on this recommendation. The College is committed to the use of data for decision-making in program review, planning and other efforts and will continue making all appropriate data available as necessary.

Training efforts for division chairs and others will be expanded. Aside from the established program review process, the College is engaged in the use of data in a variety of other areas. Both English and mathematics faculty are examining their basic skills sequences and will be working with institutional research to evaluate experimental efforts.

## **Future Plans for Sustaining Improvement**

With the improved data provided for program review and the improvements in the process itself, the Vice President of Student Services, who is the chair of the Strategic Planning Committee that monitors the program review process, will coordinate with the Institutional Research Office to

ensure that the recommendation will be fully resolved by the 2013-14 academic year when the new program review process is implemented.

The College has recently joined the Achieving the Dream (ATD) project, a national organization focused on the improvement of community college success rates and the use of data and evidence in college decision-making. (CR3-10) As our involvement and participation in the ATD project continues, these efforts will greatly assist the college in utilizing disaggregated data to improve planning and assessment of college-wide efforts, including the enhancement of program review.

### List of Evidence

[CR3-1 Draft Program Review form \(instructional programs\)](#)

[CR3-2 Program review data \(division example Natural Sciences and Mathematics\)](#)

[CR3-3 Program review data \(subject example Earth Science\)](#)

[CR3-4 Enrollment Management Committee minutes showing discussion of new program review data formats \(3-11-13\)](#)

[CR3-5 Enrollment Management Committee minutes showing agreement to provide data for all programs \(4-8-13\)](#)

[CR3-6 Program review combined with data \(division example Natural Sciences and Mathematics\)](#)

[CR3-7 Screenshot of Course Book ODS report](#)

[CR3-8 Screenshots of Retention and Success ODS reports](#)

[CR3-9 Enrollment Management Committee minutes from training in data warehouse use \(3-26-12\)](#)

[CR3-10 Achieving the Dream web page](#)

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### **College Recommendation 5: Conduct research to assure quality in the distance education program**

*In order to assure the quality of its distance education program and to meet Standards, the team recommends that the College conduct research and analysis to ensure that courses offered in a distance education mode and related student and learning support services be of comparable quality. (Standards II.A.1, II.A.1.a, II.A.1.b, II.A.2, II.A.2.d., II.A.6, II.B.1, II.C.1)*

### **Progress in Addressing Recommendation**

In response to this recommendation, the College has recently conducted some preliminary research on the success and retention rates of students by age in both traditional and distance education courses (CR5-1). This research study found that students are far more successful and have a much higher retention rate in traditional classes. In some cases the College is experiencing more than a 20% gap in its success rates when comparing its distance education to traditional courses (CR5-2). While these results do not come as a surprise, the College is not

satisfied with the low percentage of success and retention rates within its distance education program. The College recognizes the importance of achieving much higher success and retention rates within all of its distance education programs and has begun to implement some strategies to close the identified gaps between the traditional and distance education programs.

In January 2013, the California Community College Chancellor's office initiated a satisfaction survey of students who were enrolled in at least one distance education course in the fall 2012. Porterville College volunteered to be one of the 44 colleges that participated in the survey. (CR5-3) One hundred and eleven (111) students from Porterville College participated in the survey. As part of the survey process, each college that participated received their individual results for use in local research. The results were broken into disaggregated data such as ethnicity, age, and gender. During the summer of 2013, the report for Porterville College was reviewed by the Institutional Research Office, and the Vice President of Academic Affairs (VPAA) and Vice President of Student Services (VPSS). These results will be further evaluated and shared with the Distance Education committee and discussed within the related planning committees on campus.

As part of our efforts to improve the overall planning and quality of our distance education program, including course offerings and student and learning support services, the College has purchased and will be implementing a student assessment tool called SmarterMeasure. (CR5-4) The SmarterMeasure tool measures a student's individual potential for success within an online program prior to being fully committed to a distance education course. This new form of measurement will provide the College with valuable information about the student's potential for success and allow the counselors and faculty the opportunity to guide the student to a program that will better meet the student's individual attributes related to success. This process will significantly improve the College's overall success and retention rates within the distance education program.

Since distance education students may struggle to find the resources they need within the colleges online environment the college recognizes this as a potential roadblock to success that may impact the overall retention rates in our online programs. With that, the College has developed a "distance education student mentor/tutor program" (CR5-5) and plans to implement the program during the fall 2013 term. This effort is being designed to mirror as much as possible the tutoring/mentoring program available to students who are taking classes on campus.

The distance education student mentor/tutor program will be housed in the College Learning Center via a computer and dedicated phone. It will provide an area for a distance education student to send an email requesting assistance from a peer mentor. Once that peer mentor is scheduled to work they will have the ability to call the students and assist them via an internet-enabled computer with their specific question. The program will primarily focus on processes or related issues within the online environment. Subject matter questions will be forwarded to the appropriate subject matter mentor/tutor, if one is available. The College feels this program will be a valuable part of the overall process of improving the success and retention rates of its distance education programs as well as providing equitable services across both traditional and distance education programs.

During the summer of 2013, the VPSS had preliminary discussions with some student support staff and began planning to formulate a focus group of current students during 2013-14 who will access and review the online information found on the student services webpages. Since online surveys often have a dismal return rate, it was felt that the focus group would provide better evaluative results. As they access and interact with the webpages, this focus group of students will complete an evaluation form (yet to be developed). The information from these student evaluations will provide valuable input as to the comparable quality of distance education information related to student support services.

During the current faculty evaluation process, the students in online courses are sent a survey that allows them to assess the instructor and provide input regarding the course. Historically, the return rate of these surveys is extremely poor in spite of multiple requests and this problem is not only on our campus but also district-wide. With that, discussions have begun at the KCCD Vice President's Leadership Team regarding how to improve the response rate of online evaluations. Various survey instruments are being reviewed that may improve this process and discussions will continue. Since evaluation surveys are part of the contractual faculty evaluation process, further discussions within negotiations will need to take place before a new evaluation instrument can be implemented.

## **Conclusion**

The College has made substantial progress on this recommendation. The data that will be provided via the SmarterMeasure software will help counselors as well as faculty guide prospective online students to a path that best suits their individual attributes. The on-line peer mentor/tutors will allow distance education students to have the same peer mentor/tutor support that traditional students have. The College anticipates that these new services will help to improve the overall success and retention rates of courses offered in the distance education mode. In addition, discussions have begun in terms of overall planning of distance education course across the disciplines rather than only within the divisions separately.

As part of the College's efforts to improve the overall planning of our distance education program, the VPAA has taken the leadership to begin dialogue with the division chairs to establish criteria for the planning and coordination of online courses offerings across the disciplines. Rather than working in silos, the divisions have begun to cooperatively plan, discuss, and coordinate online offerings.

## **Future Plans for Sustaining Improvement**

The VPAA will work in close coordination with the Distance Education committee to continue to evaluate the College's overall online efforts through data from surveys, SmarterMeasure results, and internal institutional research. Based on these data, appropriate modifications will be made. Implementing the SmarterMeasure software assessment and the online mentor/tutor program are initial steps in the ongoing process of offering courses in the distance education mode and to ensure that related student and learning support services are of comparable quality.

Under the leadership of the VPAA, the Enrollment Management (EM) committee, which includes the faculty chairs from all of the divisions, will also plan and better coordinate the overall distance education courses efforts across the disciplines. The various distance education elements that will be examined by the divisions will include the appropriateness of the discipline or subject area for the online environment, the demand for the course and possible similar offerings within other disciplines and even within the district, and whether the instructor has received training in instructing online courses. These discussions will take place with the respective divisional faculty in addition to overall coordination through the EM committee. The topic of Distance Education will become a standing item on the EM committee agendas to ensure continued planning and coordination of online courses across disciplines.

The VPSS will coordinate the review and enhancement of online support services as determined by the students who were part of the focus group evaluating the comparable quality of student support information found online.

In addition, the College is closely engaged with the Porterville Unified School District's "Linked Learning Pathways" which focuses on career-based learning. These feeder schools have a significant technology base within their respective programs which will help to improve the future student's level of comfort within the online environment. The College will continue to work closely with the Pathway programs to solicit and encourage participation in the development of the future distance education program that meets the needs of these highly technical students.

### **List of Evidence**

**[CR5-1 Retention and Success by Demographics](#)**

**[CR5-2 Gap in Porterville College 2011-2012 Courses](#)**

**[CR5-3 CCC DE student satisfaction survey](#)**

**[CR5-4 SmarterMeasure](#)**

**[CR5-5 Student Mentor/Tutor Program Committee Report to Academic Senate](#)**

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### **College Recommendation 7: Fully integrate human resources planning into the planning process**

*In order to meet Standards related to planning for human resources, the team recommends that the College assess its future human resource needs and fully integrate the results of the assessment into its institutional planning process. Furthermore, the team recommends that the College determine its professional development needs and assess the efficacy of its professional development efforts on a regular basis (III.A.5, III.A.5.a, III.A.5.b, III.A.6).*

### **Progress in Addressing Recommendation**

In an effort to assess the College's human resources needs and to use these assessments in the overall planning process, the Vice President of Academic Affairs (VPAA), Director of

Administrative Services, and the district's Porterville College campus manager for Human Resources (HR), will coordinate the development and dissemination of an annual "Integrated Staffing Plan." This staffing plan will be developed each year in coordination with the Academic Senate, CSEA, and Administrative Council. When the plan has been developed, it will be distributed to the governance and planning committees on campus to be used as part of their overall planning process, such as the College Learning Council, Budget Committee, Strategic Planning Committee, etc.

As stated in the 2013 Institutional Self Evaluation Report, the College maintains a program review process that "provides the grassroots basis of the College's planning and resource allocation process.... This provides an opportunity for each program to review data on its program regarding its relationship to institutional effectiveness, as well as helping to evaluate the program's strengths and weaknesses and set goals for improvement... the program review process is used to provide input into each of the planning, budgeting, staffing, and resource allocation processes of the College." With that, the program review process will serve as the catalyst used to develop the Integrated Staffing Plan.

Currently, all non-instructional departments and academic divisions complete a program review on a three-year cycle, which includes an assessment of staffing needs for their respective department or division. As part of the established process, once a program review is completed the Strategic Planning Committee reviews it and verifies that the program review includes the required elements; the Budget Committee evaluates the program review and its impact on the overall budget; and the College Learning Council, the large participatory governance committee on campus, reviews and provides final approval. Once final approval has been obtained, the program reviews are included on the Institutional Research Office website. To ensure better institutional planning for human resources, a further step will now be included in the program review process in an effort to improve the integration of staffing information found within the program reviews into college-wide planning.

The manager of the campus HR office will initiate a process that includes a review of the completed program reviews posted on the Institutional Research Office website ([CR7-1](#)). During this review process, data and information regarding staffing needs will be extracted, in addition to any information that will help to identify areas for current and future staff development or training. Program review information that relates to staffing will be categorized by constituency group, i.e. faculty, management, and classified, and then included in the Staffing Plan. In addition to staffing needs, information relating to professional development areas will also be included in the staffing plan to highlight and emphasize support areas needed for our current staff.

To initiate this additional process, at the end of the spring 2013 term HR began to review the program reviews submitted over the past 2 years and these are being evaluated for current or future human resource needs. ([CR7-2](#)) Once this process has been completed, this information will be shared with the VPAA and the Director of Administrative Services for review prior to compilation into a Staffing Plan. Once completed, this plan will be discussed, reviewed and approved in the College Learning Council and then distributed to the related governance or planning committees to include in their specific planning areas. In addition, when the budget is

being developed within the Budget Committee, the staffing plan will be reviewed to determine prioritization of related expenditures.

In relationship to professional development, on April 11, 2013 HR distributed a college-wide survey to assess its current services to staff and evaluate areas needed for improvement. (CR7-3) The information gathered from this survey will be utilized as appropriate into the HR planning matrix. This matrix is continually updated and integrated into the future HR departmental needs at the College and district-wide.

The Staff Development Committee, which had been dormant for several years, was re-activated in January 2013 and new members were added. (CR7-4) The first task of the committee was to assess the campus professional development needs and the efficacy of the College's professional development efforts. A survey requesting input on professional development activities was incorporated within the HR survey that was conducted April 11, 2013. (CR7-3)

The overall results were reviewed by the Staff Development Committee during the April 24, 2013 meeting (CR7-6). The full results will be presented to all staff during the Flex Day activities (CR7-7) in August 2013. Based on the survey responses, the committee will begin scheduling and planning various activities for staff beginning fall 2013.

The Staff Development Committee has recommended the establishment of a campus-wide comprehensive approach to foster professional development. The usage of brown bags and symposiums will facilitate training with minimal or no cost. These sessions will be coordinated with HR to emphasize the importance of connections across the campus and disciplines. This connection will assist with breaking down silos and linking departments and services. Evaluations will be conducted after each professional development activity to assess the effectiveness and value of the content presented. This will enable the Staff Development Committee to determine if additional workshops should be conducted on similar topics.

In an effort to enhance district-wide human resources planning, during 2012-13 the district HR office coordinated the development of a District "EEO/Diversity Plan" (CR7-8) based on the plan from the State Chancellor's Office. This plan will be presented to the Board of Trustees for approval during the fall 2013 term. Once approved, the district will revitalize the KCCD Equal Opportunity Equal Opportunity and Diversity Committee to implement the plan and make recommendations to the district and colleges in terms of staffing and other related human resource issues. The College will use this plan and other HR-related documents in its overall human resources planning.

## **Conclusion**

The College has made significant progress to fully assess and integrate the human resources needs into college-wide planning. The comprehensive staffing plan being developed will include staffing needs in addition to professional development areas to support current staff. This plan will be integrated campus-wide into the planning components of the various committees on campus responsible for institutional planning. In addition, efforts have been made and are now ongoing to assess and provide professional development training to all staff.

## **Future Plans for Sustaining Improvement**

The assessment and integration efforts of human resource needs will continue to be an ongoing aspect of college-wide planning. The VPAA, the Director of Administrative Services, and the campus HR manager will annually coordinate the development and dissemination of the Integrated Staffing Plan to ensure human resources is an integral aspect of college-wide planning. This continued coordination to develop, disseminate, and discuss the Integrated Staffing Plan will ensure that the college continues to review and track all program reviews and utilize this data for assessing future needs. In addition, the human resources survey will also be instrumental in evaluating future departmental and individual needs.

## **List of Evidence**

[CR7-1 Research Page on Porterville College Website](#)

[CR7-2 Program Review – College Planning Matrix](#)

[CR7-3 Human Resources Survey](#)

[CR7-4 Staff Development Committee Meeting Minutes](#)

[CR7-6 Summary of Staff Development Survey Results](#)

[CR7-7 Staff Development Committee presentation at Flex Days regarding survey](#)

[CR7-8 KCCD EEO Diversity Plan draft](#)

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## **District Recommendations**

### **District Recommendation 1: Review and update board policies on a periodic basis**

*In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure the Board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.V.1.e).*

### **Progress in Addressing Recommendation**

The governing board has updated board policies and procedures as needed; however, there has not been a scheduled recurring evaluation of them. Therefore, beginning November, 2012, KCCD initiated a formal process to ensure that all of the KCCD Board Policies and Procedures are evaluated periodically and revised as appropriate. **(DR1-1)**

Effective in January 2013 each section of the Board Policy Manual will be systematically reviewed every two years. The Board Policy Manual includes eleven sections, including sections 5, 7, and 9, which are collective bargaining agreements that are negotiated every three years. In odd-numbered years, board policy sections 1, 3, and 11 will be reviewed and revised as appropriate. In even-numbered years, board policy sections 2, 4, 6, 8, and 10 will be reviewed and revised as appropriate.

In July 2013, KCCD General Counsel recommended removing the two collective bargaining unit agreements from the Board Policy Manual. The bargaining unit contracts are legally binding

without being included in board policy. These two agreements are negotiated periodically and will open for negotiations in fall 2013. Therefore, Board Policy Manual sections 5, 7, and 9 will not be included in the periodic reviews and revisions as described in the previous paragraph. Instead, sections 5, 7, and 9 will be recommended to be deleted from the Board Policy Manual during the 2013-2014 academic year, following consultation with the various collective bargaining units.

Initially, a calendar was created to facilitate the review of section 1, 3, 5, 7, 9, and 11. The calendar was revised in July 2013 to complete the review and revisions as appropriate limited to sections 1 and 3. The Chancellor and Chief Financial Officer are charged with coordinating the evaluation of Section 1 and Section 3 of the Board Policy Manual and to process recommended revisions by the October KCCD Board of Trustees meeting. The review of even-numbered sections will commence in January 2014.

### **Conclusion**

The District has defined a process for the periodic review and appropriate revision of the KCCD Board Policy Manual to ensure an ongoing and systematic review of Board policies and revisions where appropriate. This process began in January 2013 and will be evaluated for its efficacy and needed modifications by May 2014.

### **Future Plans for Sustaining Improvement**

The process begun January 2013 to evaluate one-half of the Board policies and resulting revisions will yield recommended governing board action beginning in October 2013. The remaining half of the Board policies will commence to be reviewed and revised as appropriate in January 2014. This process will continue every year thereafter. The person responsible for coordinating these reviews is the Chancellor.

### **List of Evidence**

**DR1-1 Chancellor's Administrative Council Minutes-November 2012, December 2012, January 2013, February 2013, March 2013, May 2013, July 2013, August 2013**

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### **District Recommendation 2: Board member development program**

*In order to comply with the Standards, the team recommends that the Board of Trustees, in consultation with the Chancellor, develop and implement a development program that meets the needs of the newer board members as well as those board members who have considerable experience as a governing board member. (IV.B.1.f)*

## **Progress in Addressing Recommendation**

The members of the KCCD Board of Trustees annually participate in a professional development program ([DR2-7](#), [DR2-1](#)) that is informed, in part, by current state and national community college issues, changing needs of the district, and the results of the board evaluation, which takes place in the fall of each odd-numbered year. In addition, new board members participate in an orientation that occurs immediately following their election ([DR2-1](#)).

In response to the recommendation, the current trustee self-evaluation and professional development program will be expanded into a comprehensive Trustee Development Plan ([DR2-12](#)). This plan is scheduled to be drafted based on the 2013 board evaluation results. Following the every-odd-year board evaluation process, board performance areas receiving the lowest ratings on the evaluation are targeted as board development topics ([DR2-5](#)). The Trustee Development Plan will also incorporate topics that are trending community colleges issues and those related to student success, legal and legislative issues, accreditation, facilities planning, budget planning, and accountability and institutional effectiveness. In addition, this professional development plan will codify existing procedures for the new trustee orientation.

A revision to KCCD Board Policy ([DR2-13](#)) has been drafted for presentation at the September 2013 board meeting. This revision specifies that new trustees will participate in an orientation no later than 90 days following their election. Currently, when new trustees are elected to the Board, they undergo an orientation prior to assuming office at the December board meeting to acquaint them with the KCCD, California Community Colleges and the impact of community colleges across the nation. The orientation, conducted by the Chancellor, includes topics such as general trustee information, planning and governance structures, district-wide data, and support mechanisms for board member effectiveness ([DR2-1](#)). New trustees learn of the structures that support their governance, including the district-wide annual meeting schedule and subcommittee structures, the KCCD Strategic Plan and the annual district budget. Understanding available data is critical to trustees, and the orientation includes a presentation of KCCD's demographic, enrollment, financial aid, and completion data by college and district wide, as well as student progress and success accountability reports.

Outside support services are also made known in the new trustee orientation. These include available publications such as the Community College League of California Fiscal Responsibility Handbook ([DR2-9](#)) and a calendar of conferences for trustee orientation such as those sponsored by California Community College Trustees ([DR2-10](#)), and Community College League of California; and KCCD workshops related to emergency preparedness and sexual harassment and discrimination. Additionally, new governing board trustees are required to attend the annual Community College League of California Effective Trustee Workshop that is conducted each January ([DR2-2](#)).

During annual KCCD Board retreats, trustees review the KCCD Strategic Plan and annual institutional effectiveness outcomes ([DR2-6](#)). They also discuss reports on the status of each college and the district. The retreat culminates with a delineation of annual priorities, which will be incorporated in the development plan.

## Conclusion

KCCD has made substantial progress on this recommendation. When the revised board policy has been adopted in September 2013, and the Trustee Development Plan is implemented in the 2013-14 academic year, the recommendation will have been fulfilled. Nonetheless, KCCD will continue to address related issues pertaining to board member professional development as appropriate.

## Future Plans for Sustaining Improvement

Following the 2013 trustee self-evaluation and the 2014 board retreat, the Trustee Development Plan is scheduled to be drafted for final review to ensure effectiveness, relevancy and to incorporate new goals that respond to the findings of the ongoing board evaluations. The expected completion date is January 31, 2014 and the person responsible for coordinating the completion of this draft plan is the Associate Vice Chancellor, Governmental and External Relations.

## List of Evidence

[DR2-1 Binder for each new board member](#)

[DR2-2 Community College League of California Effective Trustee Workshop](#)

[DR2-5 Board Self Evaluation Summaries](#)

[DR2-6 Board Retreat Agendas](#)

[DR2-7 Board Meeting Agendas – September 2012, December 2012, February 2013, March 2013, April 2013 \(two meetings\), May 2013, June 2013](#)

[DR2-9 Fiscal Responsibilities Handbook Table of Contents](#)

[DR2-10 Effective Trustee and Board Chair schedule of training opportunities](#)

[DR2-12 Draft Trustee Development Plan Table of Contents](#)

[DR2-13 Revision of Board Policy](#)

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**District Recommendation 3: Evaluate the Board of Trustees self-evaluation process**  
*In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self Evaluation Process and ensure that the Standards' minimum requirements for a Self Evaluation which: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual which are included in the Self Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self Evaluation. (IV.B.1.g)*

## Progress in Addressing Recommendation

Accreditation visiting team members indicated the need for additional evidence to “verify the Board’s compliance with Accreditation Standards regarding self-evaluation. The team

conclusion is that there is insufficient evidence to verify compliance...” (Evaluation Team Report to Bakersfield College, October 2012, pp 72-73). To respond to this request and recommendation, the following detail and citations are offered.

The board self-evaluation process is conducted every two years with the next evaluation scheduled October 2013. The policy and process for evaluation of the governing board was adopted and added to the KCCD Board Policy in October 4, 2007 (DR3-6), including Standards of Good Practice (DR3-2) and Statement of Ethics (DR3-7). In addition, the trustees established a biennial schedule for board evaluation (DR3-1).

The confidential evaluation process is designed to provide constructive feedback to governing board members about their individual performance, as well as the performance of the board as a whole, including board effectiveness and decision-making. The trustees identify past accomplishments and annual goals, clarify roles, and take actions based on the evaluation summaries to improve effectiveness and efficiency of Board meetings. The process is clearly defined in the KCCD Board Policy as well as the KCCD Governing Board Self Evaluation instrument (DR3-1, DR3-2).

The Board of Trustees reviews and approves procedures for self-evaluation in the fall of each odd-numbered year (DR3-1). In October of the evaluation year, the Secretary of the Board provides the board members an agreed-upon evaluation instrument. In the past, when evaluations took place in consecutive years, the trustees compared and analyzed the results of the consecutive evaluation processes. This analysis revealed that differences between one year and the next year were insignificant. The trustees changed the self-evaluation process to take place every two years. Additionally, the analysis by the trustees of the evaluation instrument resulted in removal of duplicative evaluation questions to create a more focused evaluation instrument (DR3-3).

Once the board members complete the evaluation instrument, they submit their responses to the Secretary of the Board. A summary of the evaluations is presented to the board in a written communication no later than December of the evaluation year (DR3-4).

## **Conclusion**

A clearly defined self-evaluation process is in place. To address the recommendation, preceding the distribution of the evaluation instrument, trustees will evaluate the instrument and the process to ensure its continued effectiveness, making any changes deemed appropriate.

## **Future Plans for Sustaining Improvement**

The next board self-evaluation will be conducted in October 2013 in accordance with the procedure described above. At that time, the trustees will review the evaluation instrument to determine its effectiveness or need for reform. This process will continue henceforth as stated in Board Policy. Completion date is planned for November 30, 2013 and the Chancellor will be responsible for ensuring completion.

## List of Evidence

[DR3-1 KCCD Board Policy 2E - Board Self Evaluation](#)

[DR3-2 KCCD Board Policy 2F - Standards of Good Practices](#)

[DR3-3 KCCD Governing Board Self Evaluation instrument](#)

[DR3-4 Composite rating summaries \(documents available upon request\)](#)

[DR3-6 KCCD Board of Trustees meeting minutes \(October 2007\)](#)

[DR3-7 KCCD Board Policy 2G – Statement of Ethics](#)

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### **District Recommendation 4: Evaluation of role delineation and decision-making process for effectiveness**

*In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making process and evaluates the effectiveness of the new processes in decision-making and in communicating the decisions to affected users. (IV.B.3.g)*

### **Progress in Addressing Recommendation**

For the past several years, the Kern Community College District (KCCD) has revised and modified accordingly the “Elements of Decision-Making” document that was originally developed in July 2006. [\(DR4-1\)](#) This document has been reviewed periodically by staff and their input has been used to modify and improve the process of making decisions district-wide. This ongoing and systematic evaluation of the process has resulted in various process changes and helped to continue to refine and improve decision-making practices. The latest modification to the document and its resulting processes was in 2012. [\(DR4-2\)](#)

During the April 24, 2012 Consultation Council [\(DR4-3\)](#), which consists of the District Chancellor, college Academic Senate presidents, and various leaders from the constituency groups on each college campus and the district office, the Elements of Decision-Making were reviewed and discussed. The constituent groups were asked to take this to their respective groups and return to the next meeting with any input. At the May 22, 2012 Consultation Council meeting [\(DR4-3\)](#) the functional roles of all departments at the district office were reviewed and discussed.

After discussion within the Consultation Council, it was decided to begin an evaluation process by scheduling a participatory governance workshop offered through the League and statewide Academic Senate. This workshop will provide the foundation for understanding, improvement and enhancement of district-wide decision-making. As part of this workshop, the decision-making document and related processes will also be reviewed and discussed to determine their effectiveness. The workshop is planned for fall 2013. Input received from these discussions will be utilized to improve decision-making processes and communication of decisions and, if appropriate, another modification to the current document will be made.

In addition, the elements of the decision making process will be evaluated by the Consultation Council 2013 via a survey. The survey is being drafted by the Institutional Research Office and the interim vice chancellor of educational services and is planned for implementation in September 2013. That survey will assess the degree to which the processes described in the document are efficient and effective.

### **Conclusion**

The KCCD is committed to providing an effective and transparent decision-making process and will utilize input from all constituency groups to ensure that the process is continuously evaluated effectively and resulting data reviewed consistently. The additional efforts noted above will ensure that KCCD fully complies with the standard.

### **Future Plans for Sustaining Improvement**

In addition to the participatory governance workshop the Consultation Council will continue to review and evaluate the practices and policies that impact district-wide decision-making. There will be a survey to members of the Consultation Council in fall 2013 to assist in the evaluation process. The expected completion date for the participatory governance workshop is October 2013 and the person responsible for coordinating this workshop is the Chancellor. The expected completion date for the next Consultation Council review and evaluation of the practices and policies that impact district-wide decision making is January 2014. The person responsible for coordinating this review and evaluation process will be the new Vice Chancellor, Educational Services once this person has been hired.

### **List of Evidence**

**DR4-1 Kern Community College District – The Elements of Decision-Making-2006**

**DR4-2 Kern Community College District - The Elements of Decision-Making-2012**

**DR4-3 Consultation Council Minutes-April 24, 2012, May 22, 2012**

## Summary

Porterville College agrees with Dr. Beno's statement in her February 11, 2013 letter in which she states, "Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality." The 2012 Self Evaluation process, in addition to the work recently completed on the Follow-Up Report, have been effective and essential means to regulate ourselves to ensure that we are meeting the standards of accreditation while providing the most effective service possible for our students.

In addition to continuing to address the recommendations of the visiting team, the College is also working on the Actionable Improvement Plans that were listed throughout the 2012 Institutional Self Evaluation. As these areas are being addressed, the College will also continue to build upon the strengths found during the recent self-evaluation process.

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